

## The effect of programmed and reciprocal teaching methods on improving some basic skills in handball during a physical education and sports class

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### Abstract:

The study aimed to identify the effect of programmed and reciprocal teaching methods on improving some basic skills in handball during a physical education and sports class. The researcher used the experimental method, where the teaching methods were applied to a sample of secondary school students (19 second-year students, and 31 third-year students). Secondary) It also relied on an observation network to measure four skills: passing, shooting, receiving, and dribbling. The results revealed high levels of influence of the programmed and reciprocal teaching methods on improving basic skills in handball.

**KEY WORDS :** Programmed Method ; Reciprocal Method ; Hand Ball ; Physical Education And Sports

### الملخص:

هدفت الدراسة الى التعرف على أثر أسلوبي التدريس المبرمج والتبادلي على تحسين بعض المهارات الأساسية في كرة اليد أثناء حصة التربية البدنية والرياضية وقد استخدم الباحث المنهج التجريبي، حيث تم تطبيق الأساليب التدريسية على عينة من تلاميذ الطور الثانوي ( 19 تلميذ سنة ثانية، و31 تلميذ سنة الثالثة ثانوي) كما اعتمد على شبكة الملاحظة لقياس اربعة مهارات وتوصلت النتائج الى وجود مستويات مرتفعة في تأثير أسلوبي التدريس المبرمج والتبادلي على تحسين المهارات الأساسية في كرة اليد.

**الكلمات المفتاحية:** الأسلوب المبرمج؛ الأسلوب التبادلي؛ كرة اليد؛ التربية البدنية والرياضية.

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## **1-Introduction:**

The tremendous development in all areas has led mankind to contemplate finding all possible means and methods to reach its destination. The field of education has been and is still being studied by specialists with regard to all aspects of curriculum development, methods development and methods development. The competent bodies have always spent substantial sums in this area in order to achieve the best recipe conducive to the purpose of the educational process.

Teaching as an integral part of the educational process has taken an important place and has been placed under the study and research informant. All the training and improvement of the means and conditions for its advancement have been developed. Physical and sports education is part of the teaching process as an important and enjoyable educational subject and a welcoming space for knowledge, exchange of ideas and skills and their good employment inevitably leads the practising individual to feel belonging and evolving in all fields of education whether sensory, cognitive or conscious. These areas had to evolve from time to time to suit the nature of the individual as well as to keep pace with the evolution of the teaching profession.

Physical and sporting education varies according to the nature of the objective to be achieved. It contains individual, group and handball activities as an important group game in the curriculum. Choosing the appropriate teaching method has played an important role in teaching the individual different skills related to this game.

As this game is based on several skills, I thought we should focus on passing skills and correction reception.

On the other hand, programmed and reciprocal methods are among the most important contemporary teaching methods in communicating information to individuals in order to teach them different skills. The achievement of this is undoubtedly the knowledge and scientific implementation of these methods by physical and sports education teachers.

Accordingly, the problem of:

The main question:

Are programmed and interchangeable teaching methods effective in improving passing and reception skills, planning and correction in handball during physical and sports education class?

Sub-questions:

\* Does the programmed method positively affect the improvement of passing skills, correction, reception and planning in handball during the physical and sports education class?

\* Does interchangeability positively affect the improvement of passing skills, correction, reception and layout in handball during the physical and sports education class?

**Hypotheses:**

**General premise:**

Programmed and interchangeable teaching methods have an effective and positive impact in improving passing and reception skills, planning and correction in handball during the physical and sports education class.

**Sub-hypotheses:**

\* The programmed method positively affects the improvement of passing skills, correction, reception and planning in handball during the physical and sports education class.

\* There is a positive effect of interchangeability in improving passing skills, correction, reception and planning in handball during the physical and sports education class.

**- Previous studies**

**First study:**

Eder Abdelnor, doctoral thesis entitled "Study the impact of some teaching methods on the level of motor and skills learning and cognitive achievement during physical and sports education lessons" Study aimed at designing, building and proposing an educational programme through learning modules using teaching methods (task teaching method, mutual evaluation teaching method, oriented discovery teaching method) In running activities - speed - and basketball sport), as well as building a cognitive test in basketball activity for learners in secondary education, as well as the impact of the educational units prepared by the researcher At the level of motor and skills learning and cognitive attainment of the sample of the study, the researcher relied on the experimental curriculum by applying the

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program and skill and motor tests to a sample of pupils at Martyr Maouesh Idris High School located in the municipality of Meera Tower, Bedjaya State and the findings concluded that the educational programme using the teaching methods in question (Task teaching method, mutual assessment teaching method and oriented discovery teaching method) Supported by the educational means of the right performance standard paper, it has a positive impact on the level of motor and skill learning and attainment

Knowledge among learners - males - in secondary school in both athletics racing and basketball sports.

There is also a discrepancy in the development ratios of the four samples in the study variables, and the teaching style has had a positive impact on the development of some elements of fitness (Lower limb response speed), while the same method did not achieve motor action, transitional speed and explosive force influenced the development, improvement and development of the study sample level in basketball sport skills (Test the accuracy of the pectoral pass and the correction test on the basket) - other than the skill of straight planning - and the set of this method also did not achieve positive results in the cognitive test compared to the rest of the groups.

**Second study:**

Mohammed Mahdi Yahya's study, entitled "Proposing an educational programme using audiovisual and scientific pedagogical means to teach students some basic skills in handball" education programme ", where the study aimed to identify the impact of the proposed educational programme using pedagogical means (Audiovisual and scientific) to teach students basic skills in handball. The researcher designed an educational program based on the use of some pedagogical means. He also used the experimental curriculum to fit it to the nature of the research, where the program applied to a sample of its strength (16) Student, and researcher conclude that the proposed educational program using

Pedagogical methods (audiovisual, scientific) have a positive impact on the speed of skill circulation, and educational means have a positive impact on the development of the process of concentration and attention while learning handball skills.

**third study :**

Bar Suhaila study, entitled "Impact of self-application method on the development of planning skill and correction of handball in middle school pupils" The study aimed to learn the impact of the self-application method on the development of the planning and correction skill in the handball, and the researcher relied on the experimental curriculum of two groups (Control and experimental) The study sample consisted of 66 middle school pupils who were chosen in a deliberate manner. The staggered planning test and the fixed correction test were used to collect data. The results found that the self-application method had a positive impact on the development of planning and correction skills.

**fourth study :**

A study entitled "Effectiveness of reciprocal learning in improving motor satisfaction during physical and sports education classes in secondary students" (2019). The study aimed to reveal the effectiveness of reciprocal learning in improving motor satisfaction during physical and sports education classes in secondary students (15-16 years). The two researchers used the experimental curriculum to fit it and the nature of the study by designing the two equal groups, while the study sample consisted of the first secondary year pupils (15-16 years) of 22 pupils divided into an experimental group and a control group in a random manner where each group consisted of 11 pupils, and applied to the two groups a tribal measurement and a dimensional measurement. The two researchers used a motor satisfaction scale. A proposed reciprocal learning programme has been developed to improve motor satisfaction for a period of (05) weeks and (02) two educational units per week,

The two researchers found statistically significant differences between tribal and postgraduate measurements in the experimental group in the motor satisfaction scale and in favour of the dimensional test, as well as a positive effect of the reciprocal learning method in improving motor satisfaction during physical and sports education classes of secondary school pupils. (15-16 years).

**2- General objective of the study:**

- To know the extent to which programmed and interchangeable teaching methods in physical and physical education are influenced in the development of passing skills, correction, reception and planning in handball.

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- Assisting teachers and sports educators in applying programmed and reciprocal teaching methods in educational classes.
- Seek to help modern educational studies, especially academic studies, in improving and upgrading the level of education at all levels of education, especially in educational centres.
- Work towards achieving the wishes, trends and tendencies of secondary students and their responsiveness to different educational classes through the efficient use of programmed and reciprocal teaching methods.
- Work to find some solutions to the problems faced by the educational process during the educational process, especially in the context of the new educational reforms, with the need to find alternatives to various changes.
- Trying to enrich the university library with topics related to the methods of conducting teaching material on the educational side.
- The study also aims to attempt to conceptualize what the ideal share of physical and physical education should be and its impact on the feasibility of the teaching process.
- Trying to follow a scientific methodology with both a theoretical and applied aspect to understand the subject matter of the study, highlighting its theoretical background and adopting an appropriate approach to research and research tools through which we try to achieve research hypotheses and thus answer the problem of research with a view to disseminating the results.

### **3- Procedural definition of the concepts mentioned in the research:**

- **Teaching:** It is a series of structured actions, arrangements and actions undertaken by the teacher from planning to the beginning of the implementation of teaching, in which pupils contribute theoretically and scientifically so that education can be achieved. (Abdullah, 2008, p. 15).
- **Teaching Methods:** How a teacher addresses teaching in the course of teaching or the way in which the teacher implements the teaching method in a manner that distinguishes him from other teachers using the same method, Teaching methods are also defined as technicians and special procedures followed by the teacher in carrying out the teaching process with a view to achieving specific educational objectives s personal characteristics. and distinguish it from other teachers. Or it is a combination of teaching patterns that characterize

the teacher during his handling of the learning attitude (Al-Shayeb, 2020, p. 60).

- **Programmed method:** Mohammed Mahmoud Al-Hayla pointed out that programmed education is a method of self-learning or individual in which the pupil interacts with the programme to the fullest possible degree of adequacy and interacts with the pupil is the programme (programmed educational material) and not the teacher, who is considered skillfully and accurately by specialists. It also applies psychological principles that have emerged according to the rules of scientific methods that arise from behavioral learning theories and that presuppose that learning occurs when the educational material is presented to the learner in the form of thrills that give him the opportunity to respond to them and then reinforce these responses (Muhammad al-Hayla, 1998, p. 71), but in my research I mean a modern method of education that is based primarily on multimedia (computers, light detector, etc.) which I would consider as a response trigger is the pupil's application of the skill he has seen beforehand.

- **Interchangeability:** It is a method that provides new relationships between teacher and learner and between learners themselves So that the learner is empowered to make more decisions, and these decisions are about evaluation to give direct feedback, and we point out here that the more the learner knows how to perform the skill quickly, the more chance to perform properly. And this method needs to organize pupils into couples and assign each individual a special role so that one performs and the other observes, The role of the performer is the same as that of the application method by instructing the teacher s role is to give feedback to the performer who relates to the teacher. (Osman, 2007, p. 21)

- **Basic skills:** This is the necessary motor performance aimed at achieving a particular purpose in specialized sport according to its competition rules. (Ahmed Bastouisi, 1996, p. 11)

Sheikh Safi also defines them as voluntary or involuntary movements by an individual in his or her personal or public life that have evolved since his or her inception (Safi, 2023, p. 229).

- **Handball:** Is a modern game compared to some other group games and is considered one of the most important activities in terms of trackers in the world where it is practised under the name of handball for the small stadium (lounge) and is currently practiced in closed

stadiums at the local and international level (Sobhi Hassanin, Kamal Abdul Hamid Ismail, 2001, p.23).

Mehdi Mohammed Yahya defines it as the fastest competitive group games requiring strong physical structure, high skills and quick decision-making during the match. It is also a successful way to raise individuals to think and act collectively to win (Mehdi, 2022, p. 986).

- **Physical and sporting education:** is the educational class in which schoolchildren engage in various educational sports activities for the purpose of developing psychological, motor, social, cognitive and moral aspects. (Ben Sasse, 2022, p. 250).

#### **4- The methodological procedures used in the study:**

##### **4-1- Method and tools:**

- **Curriculum used in the study:** This study aims to identify the impact of programmed and interchangeable teaching methods on the improvement of some basic skills in handball during the physical and sports education class. It used the experimental curriculum, which (defined as a deliberate and controlled change of the specific conditions of an event while noting and interpreting changes in the same event (Jaber Abdul Hamid, 1996, p. 137)

- **The school community and its designation:** My school community is represented in all the students of Imam al-Ghazali High School in L'aghout City, where I selected the sample of the study in a random manner, consisting of two sections of a second year secondary department of etiquette (19 pupils) to which the programmed teaching method was applied, and the third year section of an experimental science secondary (31 pupbring).

- **Study variables:** Study variables are

**Independent variable:** programmed and interchangeable teaching methods

**Dependent variable:** Basic skills in handball

**Intermediate Variable:** Physical and Sports Education Quota

##### **- Data collection tools:**

The study tool is prepared in the form of A-B-C for the purpose of measuring the level of four skills (scrolling, reception, planning and correction):

A: Good level (3 points)



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B: Average level (2 points)

C: Poor level (1 point)

**- Statistical means:**

- Computational Average, Standard Deviation, Test (v) to Measure Difference Indication

**4-2-Presentation, analysis and discussion of the results of hypotheses:**

**- Presentation, analysis and discussion of the results of the first hypothesis:**

- Measuring the impact of the programmed method on improving the passing skill in handball during the physical and sports education class and sports education class.

**Table No. (01) represents the results of measuring the difference between tribal and post measurement at the level of passing skill**

	Sample Number	Highest Value	Lowest Value	Arithmetic Average	Standard deviation	"T" Calculated	Statistical connotation
pre-test	21	16	00	1,381	0,49	-0.18	0.000
post-test	21	45	00	2,7273	0,46		

Through Table No. (01) we note that the calculated t value is -0.18 and the statistical value of 0.000 is below 0.05 indicating that there are statistically significant differences between tribal and post measurement in the passing skill in favour of dimensional measurement because the average dimensional measurement is greater than the average tribal measurement ( $2,7273 < 1,381$ )

From the results of the table and reading its results, we conclude that the programmed teaching method effectively contributes to the improvement of the skill of passing in the handball. The programmed method enables the learner to self-teach by means of a programme prepared in a special manner in which the programmed material replaces the teacher. This method contributes to the self-learning of skills and this is what I observed in my research when presenting the educational subject of passing skill as the pupils were responding to the subject presented in the device. It can be said that taking into

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account the individual differences and the pupils' attempt to understand well and follow up as well as being considered a new method made the pupils impress at first glance.

Technological supply also gives this method the advantages of continuous development and innovation.

- Measuring the impact of the programmed method on improving the correction skill of the handball during the physical and sports education class

**Table No. (02) represents the results of measuring the difference between tribal and post measurement at the level of correction skill**

	Sample Number	Highest Value	Lowest Value	Arithmetic Average	Standard deviation	"T" Calculated	Statistical connotation
pre-test	21	12	00	1,286	0,46	-0.195	0.000
post-test	21	39	02	2,8182	0,40		

From Table No. (02) we note that t's calculated value is 0.195. The statistical value is 0.000, which is less than 0.05, indicating that there are statistically significant differences between tribal and post measurement in the correction skill in favour of dimensional measurement because the average dimensional measurement is greater than the average tribal measurement ( $2,8182 < 1,286$ ).

It concludes that the programmed method has played a positive role in teaching the correction skill through the latter's presentation to pupils, which has made them emulate this presentation.

Watching the pupil, especially pupils with audiovisual learning, helps them greatly to learn the various sports skills effectively and with good mastery.

By applying this method in the field, the pupils interacted with the presentation and each pupil tried to perform a similar correction skill, which contributed to learning this important skill.

- Measuring the impact of the programmed method on improving the reception skill in handball during the physical and sports education class

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**Table No. (03) represents the results of measuring the difference between tribal and postgraduate measurement at the reception skill level**

	Sample Number	Highest Value	Lowest Value	Arithmetic Average	Standard deviation	"T" Calculated	Statistical connotation
pre-test	21	14	00	1,524	0,51	-0.174	0.000
post-test	21	27	01	2,7273	0,64		

- From table No. 03, we note that the calculated t value is -0,174 and the statistical value is 0.000, which is less than 0.05, indicating that there are statistically significant differences between tribal and post measurement in the reception skill in favour of dimensional measurement because the average dimensional measurement is greater than the average tribal measurement is 2,7273 ( $< 1,524$ )

- Here we conclude that the transmission of information from multiple and diverse sources gives more clarity of concepts and tightens the recipient's attention and scientific imagination and draws his attention to important points such as laws, Muslims, times and information so that the recipient can relate the elements to each other. and that multiple types of information technology with varying capacities to communicate information provide broader opportunities for cognitive improvement in teaching, This is supported by the programmed approach that employs these means to teach various sports skills.

- In my research and during the field study, I found that the programmed method effectively contributed to the delivery of information to pupils, which contributed to their learning quickly by simulating what they saw during the presentation of the reception skill.

- Measuring the impact of the programmed method on improving the planning skill of the handball during the physical and sports education class.

**Table No. (04) represents the results of measuring the difference between tribal and postgraduate measurement at the level of planning skill**

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	Sample Number	Highest Value	Lowest Value	Arithmetic Average	Standard deviation	"T" Calculated	Statistical connotation
pre-test	21	18	00	1,190	0,40	-0.225	0.000
post-test	21	45	01	2,3636	0,67		

From Table 04, we note that the calculated value of t is 0.174. The statistical value of t is 0.000, which is less than 0.05, indicating that there are statistically significant differences between tribal and post measurement in the planning skill in favour of dimensional measurement because the average dimensional measurement is greater than the average tribal measurement 2,3636 ( $< 1.190$ )

Here we conclude that the programmed method and its advantages in presenting offers have contributed to students' rapid receipt of information which has helped to learn this important skill.

Applying this method on the ground, I concluded that learning the planning skill as a rather composite skill does not dispense with the programmed method by giving the opportunity to stop the skill and control the timing of the display by freely returning and repeating without losing features or shots with high, clear and striking quality gives students an incentive to learn and control the skill.

Presentation, analysis and discussion of the results of the second hypothesis:

It stipulates that there is a positive effect of interchangeability in improving passing skills, correction, reception and planning in handball during the physical and sports education class.

- Measuring the effect of interchangeability on improving handball passing skill during the physical and sports education class.

**Table No. (05) represents the results of measuring the difference between tribal and post measurement at the level of passing skill**

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	Sample Number	Highest Value	Lowest Value	Arithmetic Average	Standard deviation	Statistical connotation	Statistical indication at level (0.05)
pre-test	12	14	03	1,667	650,	0.000	Statistical function
post-test	12	33	00	2,8333	380,		

From Table No. (05) we note that t's calculated value is 54-0. The statistical indicator value of 0.000 is less than 0.05 indicating that there are statistically significant differences between tribal and post measurement in the passing skill in favour of dimensional measurement because the average dimensional measurement is greater than the average tribal measurement of 2,8333 ( $< 1,667$ ).

The results obtained show that the reciprocal method contributes significantly to improving the passing skills of pupils to respond to this method and also gives them a key role in performance and observation, i.e. it seeks to emancipate the student and guide him an advanced step towards autonomy by giving him a set of decisions he is able to use after the teacher decides what the skills are. (Duties) What criteria are followed by the Observer in providing immediate feedback or correcting errors and exchanging roles. Pupils seek the best results so that John Dewey asserts that the classroom must be a mirror reflecting what is happening in society and act as a real-life learning laboratory or laboratory, and that it is their primary responsibility to raise pupils' motivations; To work cooperatively and consider important daily social problems, in addition to their efforts in small problem-solving groups; Pupils learn democratic principles through their daily interactions with each other. Pupils also acquire appropriate information and new models of thinking and strategies through their interactions and dialogues with their peers. In their collective exchanges, they acquire new strategies that they use in their contacts with each other. Interchangeability as a social method helps to develop the passing skills that are important in handball.

- Measuring the effect of interchangeability on improving handball straightening skill during the physical and sports education class

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**Table No. (06) represents the results of measuring the difference between tribal and post measurement at the level of correction skill**

	Sample Number	Highest Value	Lowest Value	Arithmetic Average	Standard deviation	"T" Calculated	Statistical connotation
pre-test	12	08	00	1.417	0.51	-0.71	0.000
post-test	12	18	05	1.9167	0.99		

From the table, we note that the calculated value of t is 0.71. The value of the statistical indication is 0.000, which is less than 0.05, indicating that there are statistically significant differences between tribal and post measurement in the correction skill in favour of dimensional measurement because the average dimensional measurement is greater than the average tribal measurement ( $1,9167 < 1,417$ )

From the foregoing we conclude that the reciprocal approach is based on the organization of the study group in the form of binary students so that each learner is given a specific role, the learner plays the role of performer and the other plays the role of observer. The performer performs skill while the observer provides prompt feedback based on certain criteria given by the teacher in advance and after the completion of the educational process exchanges roles between them where the performer becomes noticeable and the observer performers. This exchange is what allows each party in the binary to benefit from information immediately and enthusiastically and unimpressed that the pupil is dealing with his or her colleague or partner, This is what positively affects skill learning well. The correction skill requires the learner to watch and execute. This makes the interchangeability important in improving this skill.

According to Dr. Afaf Abdul Karim, this method shows its importance in the early stages of skill learning when learners need to learn about their abilities after each attempt to help them correct their artistic performance and is considered as providing a teacher for each learner so that the researcher directed the task of correcting to the most important element of the group (Male and female) which has

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contributed to awakening the determination and serious desire of the rest of the learners. The student uses new intellectual processes such as comparison and simulation, thus making the student more motivated and motivated.

- Measuring the effect of interchangeability on improving handball reception skill during the physical and sports education class

**Table No. (07) represents the results of measuring the difference between tribal and postgraduate measurement at the reception skill level**

	Sample Number	Highest Value	Lowest Value	Arithmetic Average	Standard deviation	"T" Calculated	Statistical connotation
pre-test	12	10	07	1,333	0,49	-0.75	0.000
post-test	12	27	01	2,5833	0,66		

From Table No. (07) we note that the calculated value of t is 0.75. The statistical value of t is 0.000 which is less than 0.05 indicating that there are statistically significant differences between tribal and post measurement in the reception skill in favour of dimensional measurement because the average dimensional measurement is greater than the average tribal measurement ( $2.5833 < 1,333$ ).

Here we find that reception is an important skill in a handball game that needs to be learned to follow good methods, The reciprocal method is one of the most important methods that helps to learn it so that the teacher gives an adequate explanation of the skill and then makes a model for it "Then the teacher asks the students for any query or clarification of the skills until he re-explains or makes a form to ensure that the information is communicated, Students are then distributed in groups of two by height or weight or depending on the choice of the students themselves. One of the advantages of this method is that it contributes to the development of the reception skill due to the students interacting with each other during the performance of various skills.

Using this method gives students the opportunity to become more self-reliant by knowing what they have done or what they have not done

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when performing skill and the primary teacher's role is to help students become more accurate in self-evaluation. education ", which is observed through the free deployment throughout the stadium of any person engaged in the performance of the duty and then stops to ascertain, match and then continue with other duties or emphasize the same duty and the educational process.

The skills of reception are learned using this method by distributing pupils with a flexor or three and carrying out thoughtful exercises that contribute to the pupils' activation.

- Measuring the effect of interchangeability on improving handball planning skill during the physical and sports education class

**Table No. (08) represents the results of measuring the difference between tribal and postgraduate measurement at the level of planning skill**

	Sample Number	Highest Value	Lowest Value	Arithmetic Average	Standard deviation	"T" Calculated	Statistical connotation
pre-test	12	24	00	2.000	0.00	-0.65	0.000
post-test	12	27	00	2.6667	0.49		

From Table No. (08) we note that the calculated value of t is 0.65. The statistical value of t is 0.000 which is less than 0.05 indicating that there are statistically significant differences between tribal and post measurement in the planning skill in favour of dimensional measurement because the average dimensional measurement is greater than the average tribal measurement ( $< 2.66672.000$ ).

From the above, I found that planning is one of the most important skills in handball, so it must be learned and mastered. The reciprocal method here is very important to learn this skill, where we showed the skill and selected the best elements to be at the top of each locomotive during the exercise and here is the impact and impact among the pupils where each of them will want to highlight his skills and from here the development in performance and this is what we highlighted in the second chapter (p. 89) Where we emphasized that the teacher



should ask the pupils to simulate what he did and by sitting pupils in groups or in pairs comparing each other's processes and expressing what took place in their mind during the performance of the task specified by the teacher, Thus, the learner becomes aware of his or her thought processes to understand the subject. at the same time, the teacher can assess the processes followed by each student in performing the skill.

### **Conclusion**

In presenting and discussing the findings, and within the scope of the research assumptions, it has:

1. Programmed method positively contributes to learning scroll skill through its features in clear display and machine control.
  2. The programmed method played a good role in the pupils' mastery of the correction skill. This is apparent in the results achieved as most pupils performed the skill without confusion and desire for good simulation of the presentation.
  3. The programmed method contributed to the delivery of information to pupils through the presentation and this helped them learn the reception skill well.
  4. Learning the planning skill needs a good focus and an initial presentation of the skill in order to simplify it. This has made the programmed method achieve the purpose by displaying this skill in front of the pupils.
  5. Exchange method contributes positively to learning the passing skill by exchanging roles among pupils.
- The reciprocal method has contributed to pupils' learning to correct skill by observing each other by pupils.
7. The reciprocal method contributed to the pupils performing well reception skill by performing in front of each other.

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